

READING TEACHER

1. At the beginning of the school year, a middle school teacher considers ways to motivate students to discuss literary texts. Which of the following activities would be most effective for this purpose?
 - A. Each student selects a passage from a play and reads the passage aloud with the class.
 - B. Students form book clubs with classmates who share similar interests and talk about texts that the students select themselves.
 - C. Each student writes a book report about a literary text, reads it aloud, and answers students' questions.
 - D. Students take turns responding to questions posed by the teacher about the plot and characters of a high-interest novel for young adults.
2. A fourth-grade teacher wants to help students apply oral language skills to clarify their understanding of literary texts. Which of the following instructional activities would be most appropriate for this purpose?
 - A. The teacher reads aloud a short story each day, briefly retells the story, and then guides students to identify similarities and differences between the written story and the retelling.
 - B. Each student silently reads a short story, rereads it aloud with a partner, and then reflects on the story by writing in his/her reading journal.
 - C. The teacher reads aloud a chapter of a high-interest fictional text each day, and then students meet in small groups to discuss the chapter and to predict what will happen next.
 - D. Each student tape records his/her oral reading of a short story, listens to the recording, and then tells a partner the main events of the story.

3. A kindergarten teacher considers ways to promote students' reading proficiency by strengthening their oral language skills. Which of the following instructional activities would be most effective for this purpose?
- A. The teacher reads aloud a familiar story, and then students dramatize the story using their own words as well as words or phrases they recall from the book.
 - B. Students listen to the teacher read aloud a familiar story and then answer factual questions about the story posed by the teacher.
 - C. The teacher says several simple words (e.g., *bike*, *sail*, *bat*), and then students call out as many words as they can think of that rhyme with the target words.
 - D. Students listen as the teacher stretches the sounds of a simple word (e.g., *moon*), and then students segment the word into phonemes.

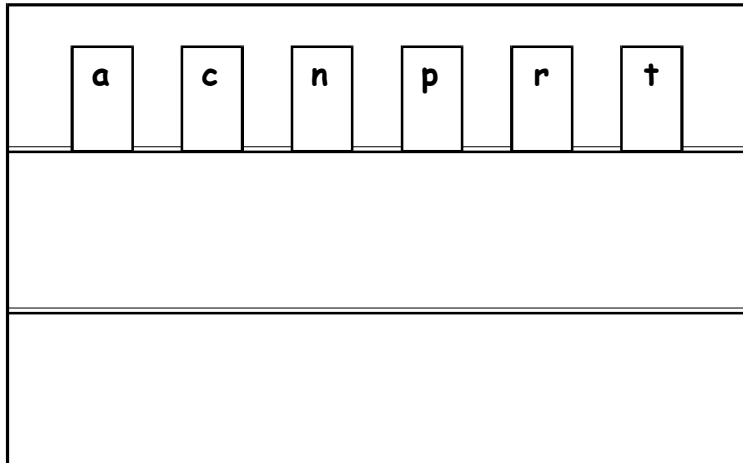
4. At the beginning of the school year, a first-grade teacher gives students various screening assessments in reading. One student, who speaks a dialect that is different from the English used in the classroom, seems to be significantly behind his peers in reading development. Which of the following approaches would be most effective in addressing the student's oral language and reading needs?
- A. Include the student in a regular reading program with the rest of the students in the class and allow his oral language to improve naturally over time through peer interactions.
 - B. Group the student with other students in the class who are experiencing reading difficulties and provide them with remedial reading instruction.
 - C. Model high-level standard English vocabulary and language structures when speaking with the student and give him reading materials that also use a high level of English language.
 - D. Provide the student with initial reading instruction using a language experience approach coupled with a structured skill-development program.

5. A kindergarten teacher plans instructional activities to help students understand the concept of syllables. Which of the following activities should the teacher plan *first*?
- A. The teacher guides students to say a word slowly and then count the number of syllables in the word.
 - B. Students say the name of each child in the class while clapping once for each syllable in the name.
 - C. The teacher writes a word while saying it and then has students move a block for each syllable they heard.
 - D. Students identify the phonemes in a simple written word and then blend the phonemes to form syllables.
6. Which of the following words contains four phonemes?
- A. ties
 - B. check
 - C. plate
 - D. thin

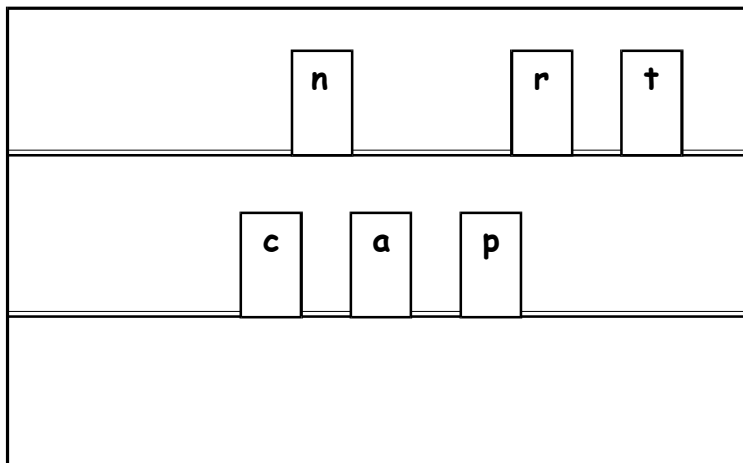
7. Which of the following informal assessment strategies would be most effective in determining whether a student can segment a word into phonemes?
 - A. The teacher says a simple word, such as *bat*, and then asks the student to identify words that rhyme with it.
 - B. The teacher asks the student to draw lines between the letters of a simple word (e.g., *b/a/t*).
 - C. The teacher pronounces three sounds (e.g., /b/, /a/, and /t/) and asks the student what word the sounds make.
 - D. The teacher asks the student to say the individual sounds in a simple word such as *bat*.
9. Several first graders who are struggling readers seem to be having particular difficulty understanding and applying the alphabetic principle. Their teacher responds by providing them with explicit instruction in this area, as well as having them write about their reading on a daily basis. Daily writing is likely to promote struggling readers' understanding of the alphabetic principle primarily by:
 - A. promoting their recognition of various letters of the alphabet.
 - B. giving them concrete practice in phonemic segmentation, blending, and symbol-sound correspondences.
 - C. allowing them to develop their expressive language vocabularies.
 - D. improving their grasp of directionality, spatial orientation, and other concepts of print.
8. A kindergarten teacher confers with a Master Reading Teacher about a student who has normal hearing but lacks phonemic awareness. Formal and informal assessments indicate that the student is not progressing beyond basic phonological awareness, despite participation in a variety of group-based phonemic awareness activities. Which of the following interventions would be most appropriate for the Master Reading Teacher to recommend?
 - A. individualized instruction to help the student learn how to delete and substitute phonemes in several simple, single-syllable words slowly spoken by the teacher
 - B. small-group activities in which students learn how to use tiles or other manipulatives to represent each word in a sentence that is slowly spoken by the teacher
 - C. individualized instruction to help the student experience and recognize the articulatory positions and mouth movements associated with each of the English phonemes
 - D. small-group activities in which students trace sandpaper letters with their fingers while slowly pronouncing the sound associated with each of the letters

Use the information below to answer the four questions that follow.

A Master Reading Teacher works with a first-grade teacher to design a small-group activity in which each student uses a "sound board," illustrated below. Made of heavy paper, each sound board has an upper and a lower pocket. Strips of heavy paper with preprinted letters at the top may be inserted and arranged in the pockets.



The teacher gives each student six strips preprinted with the letters *a*, *c*, *n*, *p*, *r*, and *t*. After reviewing the names of the letters and their associated sounds, the teacher guides students to spell the word *cap* by moving the appropriate letters from the upper pocket of the sound board to the lower pocket, as illustrated below. The teacher then guides students to form new words (e.g., *nap*, *rap*, *tap*) by replacing the *c* in *cap* with different letters from the upper pocket.



Students participate in sound board activities on a regular basis, using the same set of letters or a different set to form simple words that have the same rime (e.g., *can/ran/tan* or *cat/pat/rat*).

10. The sound board activity is likely to promote students' reading proficiency primarily by:
- A. helping students learn to read new words through analogy with letter patterns in familiar words.
 - B. enhancing automatic recognition of irregular sight words.
 - C. helping students learn to read new words by applying multiple word identification strategies.
 - D. expanding students' listening and speaking vocabularies.
11. After the first sound board activity, the teacher wants to determine whether a student has mastered the reading skills targeted in the activity. Which of the following informal assessment strategies would be most effective for this purpose?
- A. The student attempts to read several simple words that have the same initial consonants as words that were formed during the activity (e.g., *cap*, *cape*, *cart*).
 - B. The teacher asks the student to write several of the words that were formed during the sound board activity.
 - C. The student attempts to read several words that have the same rimes but different onsets from those studied during the activity (e.g., *map*, *lap*, *sap*).
 - D. The teacher writes a series of words on the board and asks the student to circle all words that were formed during the sound board activity.

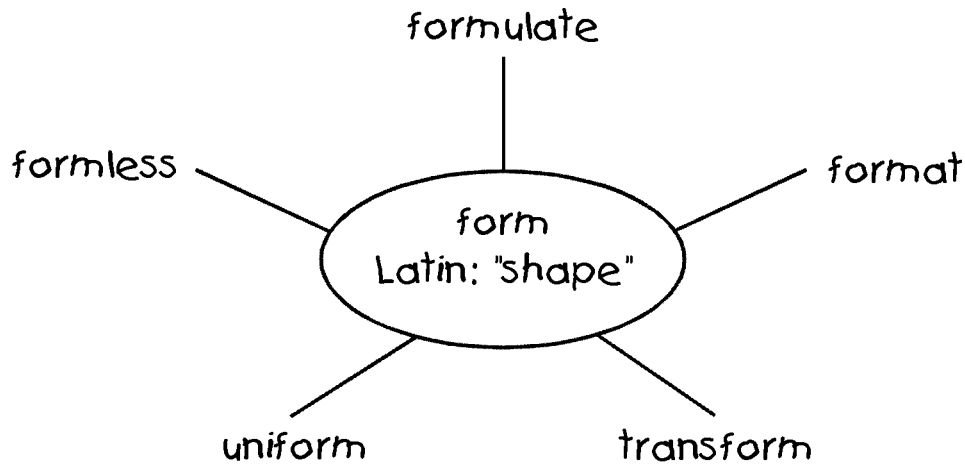
12. The teacher periodically makes word cards for all the words students have formed during their sound board sessions. Which of the following activities using the word cards would most effectively promote the reading skills targeted in the sound board activity?
- A. The teacher displays each card and guides students to stretch the phonemes in each word.
 - B. Students work with a partner to sort the word cards by making groups of words that share the same rime.
 - C. The teacher displays the cards one by one in random sequence, and students call out the word.
 - D. Students work with a partner to sort the word cards by making groups of words that share the same onset.

13. Which of the following activities using words targeted during sound board sessions would be most effective in supporting students' reading development?
- A. The teacher displays the text of a repetitive rhyming poem that features the target words, and students learn to read the poem.
 - B. Students work in small groups to practice blending the phonemes of each of the target words.
 - C. The teacher reads aloud a grade-appropriate story that includes the target words, and students raise their hands whenever they hear one of the words.
 - D. Students work in small groups to practice reading and writing each of the target words.



Use the information below to answer the two questions that follow.

A middle school teacher uses word-mapping activities to help promote students' reading proficiency. The teacher begins by identifying a word root and explaining the history and meaning of the root. Working in groups of four, students write the root and its meaning in the center of a piece of chart paper. Students then spend about 15 minutes brainstorming words that contain the root and searching through available texts for additional words. Illustrated below is one group's map for the root *form*.



14. The word-mapping activity described above is likely to promote students' reading proficiency primarily by helping students:
- A. apply knowledge of syllabication to recognize when words share a common element.
 - B. use graphophonic cues to recognize when words are related.
 - C. apply knowledge of morphology and etymology to gain meaning from related words.
 - D. use semantic and syntactic cues to identify related words.
15. The teacher considers how to incorporate use of the dictionary into the word-mapping activity. Which of the following strategies would best promote students' reading proficiency?
- A. A member of each group uses the dictionary to locate other word roots that are similar to the root that students are using for their maps.
 - B. Students discuss the meaning of the words they have included in their maps and then use the dictionary to check each word's derivation and definition.
 - C. A member of each group looks up the root in the dictionary and copies the exact definition of the root to facilitate students' brainstorming.
 - D. Students begin the brainstorming process by browsing through the dictionary to locate words that may be appropriate to include in their maps.

16. Instruction to increase reading fluency should begin only after a student has demonstrated which of the following reading skills?

- A. the ability to self-monitor comprehension
- B. strong oral language skills
- C. the ability to apply context cues effectively
- D. strong word recognition skills

17. A middle school teacher has been assessing a student's reading skills. The student is able to decode nearly all of the words in grade-level texts, but his reading fluency is only fair and this appears to be having a negative effect on his reading comprehension. Which of the following initial strategies would be most effective in improving the student's reading fluency and comprehension?

- A. Teach the student about differences between language structures used in spoken and written English.
- B. Advise the student to rely more on context cues to confirm word pronunciation and meaning.
- C. Have the student practice repeatedly reading a passage that is written at his independent reading level.
- D. Offer the student simplified content area texts, increasing text difficulty as comprehension improves.

18. A high school teacher asks the Master Reading Teacher to explain the importance of reading fluency. The Master Reading Teacher could best respond by explaining that fluent reading:
- A. enhances students' oral language proficiency.
 - B. helps students recognize similarities and differences between spoken and written language structures.
 - C. promotes students' ability to sound out words efficiently.
 - D. allows students to devote more attention to interpreting the meaning of the text.
20. According to convergent research, students benefit most from vocabulary instruction that:
- A. focuses primarily on target words that are drawn from content area reading materials.
 - B. offers frequent practice in applying semantic and syntactic cues to identify unfamiliar words.
 - C. focuses primarily on the use of graphophonic cues to identify unfamiliar words.
 - D. offers multiple exposures to target words in authentic contexts within and beyond the classroom.
19. Which of the following sets of words would be most appropriate for students to memorize as sight words?
- A. *girl, come, there, what*
 - B. *train, make, shell, drink*
 - C. *plate, chore, rock, bump*
 - D. *game, trick, stop, plan*

Use the information below to answer the three questions that follow.

A middle school teacher informally assesses a student's reading comprehension by having the student silently read a short story about Elizabeth, a teenager who changes her name and her social image when she moves to a new school. After the student reads the story, the teacher asks her to retell it. Shown below are an excerpt from the story and the student's retelling of it.

It was almost too easy. No one suspected that Beth—the totally cool new girl, the pink-haired trend-setter—was not what she seemed. A few short months ago, she was not Beth but Elizabeth: Dizzy Lizzy, Lizard Breath, Loser-brat. Even now, those words made her eyes sting. Shake it off, she told herself. The old school, scene of her humiliation, was only twenty miles from here, but it might as well be light years away. Still, she found herself wondering why the old thoughts should be tormenting her now. Maybe because of that sharp-faced girl who had been staring at her today. Why did that face seem so familiar? It was then that she heard the giggling. Turning, she saw the oddly familiar, sharp-faced girl pointing toward Beth and whispering to some other girls. Beth felt her heart sink like a stone.

Student's retelling: "There's this girl, Beth. Only sometimes they call her Elizabeth, or a bunch of mean nicknames like Lizard. She moves to a new school, and some of the kids there are mean to her. There's this other girl who whispers about her and makes fun of her."

21. Based on the results of this informal reading assessment, which of the following postreading activities would be most effective in improving the student's literal comprehension of the story?
- A. The teacher guides the student to clarify her understanding by making a graphic organizer to compare the main character's past and present experiences.
 - B. The student links the story to personal experience by freewriting about the social dynamics of middle schools.
 - C. The teacher guides the student to clarify her understanding by analyzing explicit cause-and-effect relationships in the story.
 - D. The student and a partner compare and contrast the story to other stories they have read that involve characters who face similar challenges.

22. The teacher could best test the student's inferential comprehension of the story by asking the student to explain:
- A. why Beth's eyes start to sting when she thinks of events that occurred at her old school.
 - B. how Beth figures out that the sharp-faced girl is oddly familiar.
 - C. why the sharp-faced girl was pointing toward Beth and whispering.
 - D. how long it has been since Beth moved to the new school.

23. The results of this informal assessment suggest that the student would benefit most from which of the following types of reading instruction?
- A. demonstrating note-taking techniques to help the student learn how to identify and summarize main ideas and supporting details
 - B. modeling for the student how to use think-aloud techniques to help monitor comprehension as she reads
 - C. providing the student with opportunities for prereading discussion to activate and expand relevant prior knowledge
 - D. using word mapping to clarify the student's understanding of related words and concepts



24. Students in a high school class have been reading legends and analyzing the elements of this literary genre. The teacher wants to plan an instructional activity that will promote students' reading and writing development as well as enhance their understanding of this genre. Which of the following activities would best address these goals?
- A. Pairs of students collaborate to write their own legend and read it aloud to the class.
 - B. Students collaborate in small groups to create a graphic organizer that summarizes the main events in a number of different legends that the students have read.
 - C. Pairs of students collaborate to make a list that identifies the literary characteristics of legends.
 - D. Students work in small groups to read several commentaries about legends and then write a report that summarizes the main features of this genre.

25. Illustrated below is a writing sample of a five-year-old student.



This sample suggests that the student would benefit most from reading instruction to help him:

- A. recognize and spell simple, high-frequency sight words.
- B. grasp the concept that print carries meaning.
- C. develop an understanding of the directionality of print.
- D. recognize the separate sounds within individual words.

26. Each student in a first-grade class creates a personal word bank by making and illustrating word cards for words he or she knows how to spell correctly. This practice is likely to promote students' reading and writing development primarily by:

- A. helping students apply knowledge of phonics to improve their spelling skills.
- B. motivating students to expand their written vocabularies and improve their spelling skills.
- C. helping students distinguish between regular and irregular spellings.
- D. motivating students to collaborate with peers to identify and correct spelling errors.

Use the information below to answer the two questions that follow.

A preschool teacher sits beside a student who is finishing a drawing. The teacher asks, "What would you like to say about your picture?" The student responds by saying, "This is a picture of my parakeet. His name is Clarence." The teacher writes the student's response on a strip of paper, slowly reading it aloud as he writes. The teacher then helps the student attach the caption to the completed drawing and display it on a bulletin board in the classroom.

27. The activity described above is likely to promote the student's reading development primarily by:
- A. improving the student's ability to summarize main ideas.
 - B. helping the student apply the alphabetic principle.
 - C. focusing the student's attention on the sounds of written words.
 - D. helping the student understand that print conveys meaning.
28. Which of the following modifications of this activity would be most effective in reinforcing the student's understanding of the relationship between spoken and written language?
- A. After writing the caption, the teacher slowly rereads the caption aloud while pointing to each word.
 - B. The teacher slowly points to each letter of the caption and identifies the name of the letter.
 - C. After writing the caption, the teacher helps the student copy some of the letters onto another sheet of paper.
 - D. The teacher identifies the initial phoneme of each word in the caption after reading it aloud.



29. A high school teacher regularly makes use of flexible, heterogeneous grouping for reading and writing activities. The teacher typically begins with a whole-class discussion related to the planned activity. Students then meet in small groups. In a follow-up discussion, the whole class debriefs, with students sharing what they learned through the small-group reading activity. This instructional approach is most likely to benefit students in which of the following ways?

- A. helping the teacher ensure the consistency of reading instruction by setting guidelines that apply equally for all students in the class
- B. encouraging student scaffolding by creating a sense of community among readers
- C. building students' confidence as readers by enabling them to identify with peers at the same stage of reading development
- D. enhancing the teacher's ability to monitor the ongoing reading development of each student

30. A first-grade teacher is attending an informational session about the Texas Primary Reading Inventory (TPRI). The teacher asks a Master Reading Teacher if use of the TPRI is mandatory. The Master Reading Teacher could best respond by offering which of the following explanations?

- A. State law requires all Texas school districts to assess the reading skills of students in kindergarten, first grade, and second grade, using the TPRI or another approved, research-based assessment instrument.
- B. The Texas Education Agency (TEA) encourages, but does not require, all school districts to use the TPRI or another approved, research-based assessment to diagnose the reading needs of students in kindergarten, first grade, and second grade.
- C. Independent School Districts in Texas must use the TPRI to assess the reading skills of kindergarten students but may use another approved, research-based instrument to assess first and second graders.
- D. The federal government requires state departments of education to ensure that appropriate assessment instruments are used to diagnose the reading needs of students in kindergarten, first grade, and second grade.

31. Which of the following questions should a Master Reading Teacher ask when judging the *content validity* of a particular reading assessment?

- A. To what extent have the scores of individuals or groups who have taken the assessment fluctuated over time?
- B. Does the assessment allow students to demonstrate their knowledge in a variety of ways?
- C. Is the assessment normed on populations whose attributes differ greatly from the students who will take the assessment?
- D. How well does the assessment measure what is being taught in the reading program?

32. A first-grade class includes a number of English Language Learners who are at the early production stage of English acquisition and are emergent readers in English. When assembling reading materials for these students, the teacher should concentrate on selecting materials that:

- A. have mostly decodable text and include strong visual support such as realistic illustrations.
- B. engage students' interest through the use of multidimensional characters and unpredictable story lines.
- C. model a variety of different writing styles and correct English writing conventions and usage.
- D. focus on content area concepts and promote development of basic content area knowledge and skills.

33. Which of the following situations illustrates how *negative transfer* can affect the transfer of literacy competency from one language to another?

- A. An English Language Learner sounds out an English word accurately, but she does not recognize it because the word does not have a cognate in her primary language.
- B. An English Language Learner sounds out English words inaccurately by applying letter-sound associations from her primary language to English.
- C. An English Language Learner has a diagnosed reading disability in her primary language, and assessments suggest that she may also have a reading disability in English.
- D. An English Language Learner reads a content area text accurately in English but incorrectly answers comprehension questions about it because she has no schema for this content in her primary language.

34. Which of the following instructional practices by classroom teachers would best promote the language and reading development of English Language Learners?

- A. using authentic language, such as idiomatic expressions, during instruction to enrich English Language Learners' vocabularies
- B. providing English Language Learners with individualized instruction that allows them to complete their work independently of their English-speaking peers
- C. using context-embedded language and paraphrasing during instruction to facilitate English Language Learners' comprehension
- D. providing English Language Learners with teacher-guided instruction that carefully controls their language input and responses to ensure correct English usage

35. A middle school teacher tells a Master Reading Teacher that a student, who has limited English proficiency, is worried that she may fail the Texas Reading Proficiency Tests in English (RPTE). The Master Reading Teacher could best help the teacher address this concern by explaining that:
- A. students who initially fail to achieve a passing score on the RPTE may retake the assessment repeatedly until they pass.
 - B. the RPTE measures students' progress on a continuum of reading proficiency and does not apply a pass/fail standard to their performance.
 - C. students who initially fail to achieve a passing score on the RPTE are eligible for individual tutoring to help them pass the exam.
 - D. the RPTE is an optional assessment that is designed primarily to help classroom teachers plan instruction to meet the needs of students who fail to pass the test.

36. A first-grade teacher is selecting reading materials to use with students who have reading difficulties. Most of the reading materials selected by the teacher have controlled vocabulary and a high proportion of decodable words. Such reading materials are appropriate for struggling readers because these texts tend to:
- A. contain fewer pictures and illustrations that are distracting to readers and can impede their comprehension of text.
 - B. focus on imaginative content and situations, which motivates readers to become more involved with the texts.
 - C. contain sentences and vocabulary that provide opportunities for readers to practice the alphabetic principle in context.
 - D. use language that is authentic and idiomatic, which makes the texts more accessible to the readers.

37. A student who experienced some reading difficulty in the first and second grades is struggling with reading in third grade. His classroom teacher plans to administer various assessments to help determine the student's reading strengths and needs. Given convergent research on the most common causes of reading difficulty in children this age, which of the following assessments should the teacher administer to the student *first*?

- A. an assessment in phonological awareness and phonics
- B. an informal assessment in which the student reacts in writing to a passage he reads silently from a book in the classroom library
- C. an assessment in study skills that is constructed from content area texts
- D. an informal reading inventory in which the teacher has selected passages from texts written at the third-grade level

38. Which of the following statements accurately describes the research-based rationale for including a writing task in the screening process when a student is being screened for a possible reading disability or dyslexia?

- A. Individuals with dyslexia or reading disabilities frequently experience written expressive-language difficulties that parallel their reading difficulties.
- B. Written expression provides an outlet for a struggling reader that helps reduce the student's test anxiety, resulting in improved reliability of the testing process.
- C. Individuals with dyslexia or reading disabilities frequently perform better on written tasks than their performance on reading assessments alone would predict.
- D. The extent of a subject's reading vocabulary knowledge is best measured using an assessment that requires the subject to apply vocabulary actively.

39. Studies by a number of recent researchers and research organizations suggest which of the following conclusions regarding dyslexia and gender?
- A. Among children under age 12, males are three to five times more likely to have dyslexia than females; however, this ratio tends to diminish after adolescence.
 - B. Equal numbers of females and males are dyslexic, but males tend to be referred and diagnosed as having dyslexia three to five times more frequently than females.
 - C. In the general population, including people from all age groups, males are three to five times more likely than females to have dyslexia.
 - D. Among people who can be objectively classified as dyslexic, females outnumber males, yet males tend to be referred for special services at a rate three to five times greater.
40. A Master Reading Teacher in an elementary school is approached by the parents of a student who is enrolled in another teacher's class. The student has been referred for a special education assessment that will be conducted by an educational diagnostician to determine whether the student has a learning disability in reading. The parents say that they trust the Master Reading Teacher and would be more comfortable if he administered the assessments himself. The Master Reading Teacher could respond most appropriately to the parents' request by:
- A. affirming the parents' legal right to request that qualified reading personnel of their choice participate in the evaluation of their child.
 - B. offering to provide a second opinion by interpreting the findings of the teacher and the diagnostician but declining to administer any tests.
 - C. agreeing to discuss the situation with the teacher and the diagnostician and to ask their permission to collaborate in the assessment process.
 - D. explaining that he is ethically obligated to refrain from offering services that are beyond his own area of expertise.

Sample Multiple-Choice Items

41. Use the information below to answer the question that follows.

A second-grade teacher assesses a student's oral reading performance by having the student read aloud from an appropriate story while the teacher makes notes on a copy of the story. Printed below is an excerpt from the teacher's record of the student's oral reading.

Kate looked up and saw dark clouds. One drop of rain^{own} fell on her nose. Then more and more drops of rain fell. Kate's dog Sam did not like storms. "Where are you,"^{were} Sam?" called Kate. three[©] There was a boom of thunder. Kate wanted to go home, but she had to find Sam. || Where was he hiding? "Sam, come here!"^{kōm} called Kate. But Sam did not | come. Kate was about to leave when she saw a furry brown tail under some bushes. "Oh, Sam!"^{sōm} cried Kate. "I'm so glad to see you!"

Key:
 ○ deletion | short pause ← repetition © self-correction
 ^ insertion || long pause cat substitution

The results of this informal assessment most clearly suggest that the student would benefit from instruction to:

- A. help the student learn how to use context clues while reading.
- B. improve the student's automatic recognition of some sight words.
- C. prompt the student to self-monitor comprehension while reading.
- D. strengthen the student's phonemic awareness and phonics skills.

42. A third-grade teacher plans to have students work in temporary, heterogeneous groups for reading projects. As the students collaborate on an assigned reading-related project, every member of the group will have a role to play. Clear behavioral and instructional guidelines and goals will be communicated to each group before the students begin working. Which of the following additional steps would best promote the effectiveness of this approach to flexible grouping?

- A. Identify activities for individual students to engage in independently if they finish assigned reading before other members of the group.
- B. Assign leadership responsibilities to the students in each group who are the most proficient readers.
- C. Plan alternative activities for students with reading difficulties rather than requiring them to participate in the group projects.
- D. Assess students' reading skills before, during, and after participation in the group project.

43. Students in a fourth-grade class play a game in which two students sit in chairs facing each other. One student can see a bulletin board on which the teacher displays a picture of an object. The student must describe the object without identifying it. Based on this description, the partner tries to guess what the object is. Then the partners switch places; the teacher displays another picture, and the process is repeated. This activity is most likely to promote students' literacy development by helping students:

- A. distinguish main ideas from supporting details when listening or speaking.
- B. expand their listening and speaking vocabularies.
- C. understand the importance of precise word choice in clear oral communication.
- D. gain skill in the use of expressive oral language.

44 A first-grade student demonstrates some phonological awareness but has difficulty segmenting words into phonemes. Which of the following questions is likely to be most difficult for the student to answer?

- A. Which two words begin with the same sound: *man*, *sat*, *sick*?
- B. Listen to the word parts, then say the whole word: *ta . . . ble*—What's the word?
- C. Which word does not rhyme: *cat*, *sat*, *pig*?
- D. Listen to this word: *sat*. How many sounds do you hear?

45 At the beginning of the school year, a kindergarten teacher observes a child "pretend reading" a book in the independent reading area of the classroom. The child turns the pages in sequence, looking at the illustrations and quietly telling a story but not referring to the printed text. The teacher could best interpret this behavior as an indication that the child:

- A. has developed an understanding of some concepts of print.
- B. lacks letter-recognition skills.
- C. has well-developed oral comprehension.
- D. lacks phonemic awareness.

46. Decodable texts are useful to include in materials for early reading programs primarily because such texts:

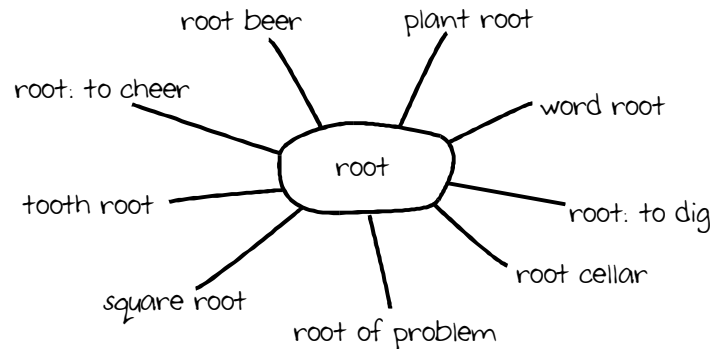
- A. promote automatic recognition of many high-frequency sight words.
- B. give children practice applying phonic associations that already have been taught.
- C. address high-interest topics that motivate children to read.
- D. introduce children to phonics generalizations that they can use to decode unfamiliar words.

47. A kindergarten student enjoys listening and responding to stories the teacher reads aloud. The student participates enthusiastically in prereading conversations, enjoys making predictions, and makes personal connections with literary characters. However, the student often exhibits confusion about what actually happened in the story. Which of the following instructional strategies is likely to be most effective in strengthening the student's comprehension of stories that are read aloud?

- A. asking the student direct comprehension questions immediately after reading a story
- B. encouraging the student to listen to stories on tape that the teacher already has read aloud
- C. having the student draw pictures of characters from the stories and share the pictures with the class
- D. helping the student use a story map or flannel board to retell stories that the teacher has read aloud

Use the information below to answer the two questions that follow.

Students in a sixth-grade class are working in small groups to create word maps. The teacher assigns each group a word, and students begin drafting a word map by brainstorming different meanings of the word. Members of the group then use a dictionary to verify their ideas and add more meanings to the map. Each group presents its map to the class for further discussion. The groups then reconvene to compose a sentence to illustrate each meaning in the word map. The groups take turns reading aloud their sentences and discussing them with the class. Shown below is one group's completed word map.



- 48 This approach to creating word maps is most likely to promote students' reading development in which of the following ways?
- A. prompting students to make effective use of varied reference materials to improve their understanding of texts
 - B. enhancing students' skill in identifying key words as a strategy to improve reading comprehension
 - C. helping students identify and interpret words with multiple meanings that the students encounter in their reading
 - D. improving students' reading fluency by reinforcing their automatic word recognition
49. When students read aloud and discuss the sentences they composed, the teacher guides the class to identify the selected word's part of speech in each sentence (e.g., whether *root* is being used as a noun, a verb, or an adjective). This part of the discussion is most likely to promote students' vocabulary knowledge and skills by:
- A. helping students distinguish the connotative meanings of words.
 - B. enhancing students' understanding of the semantic and syntactic functions of words.
 - C. motivating students to recognize and avoid errors in grammar or usage.
 - D. reinforcing students' skill in applying structural analysis as a word-identification strategy.

Use the information below to answer the two questions that follow.

Students in a fourth-grade class participate regularly in Readers Theatre performances. The teacher begins by selecting a story at an appropriate level of difficulty and converting it to a script. The teacher models an expressive reading of the story on which the script is based. After discussing the story with students, the teacher offers a minilesson on how to make a story "come alive" through expressive reading of a Readers Theatre script.

The teacher then distributes a copy of the script to each student in the group. The students practice reading aloud the script independently or with a partner. Then they rehearse the script as a group, reading their assigned roles and responding to coaching from the teacher. In subsequent rehearsals, the students switch roles, until every student has had a chance to perform each role at least once. Over the course of the week, the students rehearse the performance by reading the script aloud at least 12 times. The day before the performance, students rehearse their final roles. The performance, which requires no costumes or props, is presented to an audience of classmates, family members, school staff, or other groups of students.

50. Which of the following statements best describes the most important benefit of this approach to Readers Theatre?
- A. Readers Theatre enhances students' reading comprehension and fluency by motivating students to identify and analyze varied text structures.
 - B. Readers Theatre motivates students to read independently by exposing them to varied genres and encouraging them to broaden their selection criteria.
 - C. Readers Theatre improves students' reading fluency by providing an authentic, motivating context for repeated oral readings.
 - D. Readers Theatre provides a motivating context for students to practice applying a variety of word-analysis strategies while reading.
51. The teacher wants to promote students' skill in writing for entertainment and creative expression. Which of the following writing activities related to Readers Theatre would be most appropriate for this purpose?
- A. providing students with opportunities to write in their journals about what they learned by participating in the Readers Theatre performances
 - B. helping students work in small groups to write their own story or rewrite a favorite story as a script to perform for Readers Theatre
 - C. giving students samples of reviews by theatre critics to use as models for writing their own critical reviews of the Readers Theatre performances
 - D. having students work in small groups to prepare written programs for audience members who attend Readers Theatre performances

Use the information below to answer the two questions that follow.

Students in a fourth-grade class are using reading materials in the classroom library to conduct research on animals. Each student selects an animal to research and takes notes on a graphic organizer prepared by the teacher. Before reading, students write in the first column of the graphic organizer questions they have about the selected animal. Students then conduct their research by reading at least two sources that provide information about the animal. As they read, students take notes in the second column of the graphic organizer, recording information to answer each question in the first column. Shown below is an excerpt from one student's partially completed graphic organizer.

Name: <u>Karen</u> Research Topic: <u>Anteaters</u>	
My Questions	Answers I Found By Reading
What do anteaters look like?	
Where do anteaters live?	
How do the anteaters catch the ants to eat them?	

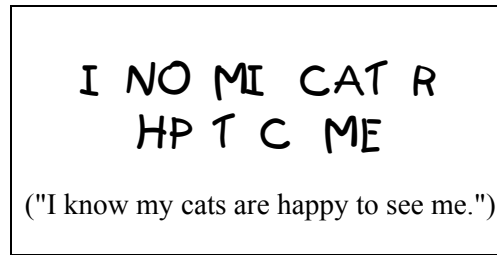
52. Using the graphic organizer is likely to promote the students' comprehension of nonfiction texts primarily by helping the students:

- A. set a purpose for reading.
- B. distinguish main ideas from supporting details.
- C. recognize logical patterns.
- D. link prior knowledge to new information.⁵

53. Which of the following additional activities using the graphic organizer would best promote students' ability to synthesize and communicate research findings?

- A. Students copy the information recorded in the graphic organizer into a formal outline of their research findings.
- B. Students transfer the information in the graphic organizer to a semantic map to illustrate their research findings.
- C. Students give an oral presentation to share their research by reading aloud the notes they have recorded in the graphic organizer.
- D. Students prepare a research report by converting the information in each row of the graphic organizer to a written paragraph.

54. Use the child's writing sample below to answer the question that follows.



This writing sample best supports which of the following conclusions about the child's literacy development?

- A. The child is a prephonetic speller who has not yet developed a basic understanding of the alphabetic principle.
- B. The child has weak phonemic awareness skills and most likely relies on recall of sight words when reading and writing.
- C. The child has strong beginning phonics skills but lacks understanding of word boundaries and other concepts of print.
- D. The child demonstrates knowledge of basic phonetic principles but sometimes substitutes letter names for letter sounds when spelling.

Use the information below to answer the two questions that follow.

A reading specialist is working with a group of middle school students to improve their vocabulary knowledge and skills. Students begin keeping word-study notebooks and follow the guidelines summarized below.

- During independent reading, identify an unfamiliar word.
- Write the word, and the sentence in which it appears, in your word-study notebook.
- Make and record some predictions about the word's meaning based on context and familiar word parts.
- Look up the word in the dictionary, and record information about the meaning(s) of the word.

55. Which of the following additions to this activity is likely to be most effective in strengthening students' conceptual understanding of the words in their word-study notebooks?

- A. Students apply phonics knowledge to analyze the spelling patterns of selected words in their word-study notebooks.
- B. Students review the entries in their notebooks on a regular basis to reinforce their recall of the words' meanings.
- C. Students choose an appropriate dictionary definition for the selected word and copy the definition into their notebook entry.
- D. Students write down synonyms, antonyms, and other words that are related in meaning to the selected word.

56. The reading specialist wants to incorporate an interactive component into the activities involving the word-study notebooks. Which of the following activities would be most effective in further promoting students' vocabulary development?

- A. Each student engages in peer editing by correcting and revising the notebook entries of another member of the group.
- B. Students take turns reading aloud selected entries from their notebooks to the other members of the group.
- C. Each student shares a notebook entry with another member of the group, and they collaborate to write a sentence using the selected word.
- D. Students use a rubric to assess the accuracy and completeness of a partner's notebook entry.

57. Third-grade students are learning to visualize characters and events in literary texts. Students pause when reading a story silently and describe how they visualize an important part of the story. Which of the following statements best explains how visualizing characters and events in a literary text is likely to promote students' understanding of the text?
- A. Visualizing characters and events in the text enhances comprehension primarily by prompting students to analyze organizational patterns in the text.
 - B. Visualizing characters and events in the text prompts students to combine background knowledge with the text to construct meaning and to engage with literature in a personal way.
 - C. Visualizing characters and events in the text increases students' comprehension of the text primarily by enhancing their appreciation for details of setting.
 - D. Visualizing characters and events in the text prompts students to distinguish different story elements and to interpret the text by applying literary analysis skills.
58. A reading specialist wants to help a sixth-grade student vary her reading strategies for different purposes and types of texts. Which of the following strategies would best help the student acquire information on particular topics when reading non-fiction texts?
- A. Read the entire text once without pausing and then use a dictionary to look up any unfamiliar words.
 - B. Read slowly and carefully to promote comprehension and recall of relevant information.
 - C. Read the text silently, then reread it aloud to clarify understanding of the main ideas and significant details.
 - D. Read selectively and adjust the pace of reading based on the content and difficulty of the text.

59. A reading specialist considers ways to use writing to promote the reading comprehension of middle school students. Which of the following writing exercises is likely to be most effective in promoting development of the students' inferential comprehension?

- A. Students analyze a news story by writing answers to the questions who, what, where, when, and how.
- B. Pairs of students write an ending to a story they have not finished reading, then read and compare the actual ending to what they wrote.
- C. Students use a graphic organizer to record the main ideas and important details of a nonfiction text.
- D. Pairs of students create an outline of a story they have read that summarizes the main characters, the setting, and the sequence of events.

60. Students in a sixth-grade class have been working on independent research projects. They have collected data and are about to begin working on their multimedia presentations. Which of the following steps would be most appropriate for the students to take *first*?

- A. writing out a detailed script of the presentation
- B. developing a storyboard or other plan for presenting the information
- C. collecting a variety of photographs, video clips, and other visual aids
- D. creating charts and graphs to clarify the main ideas of the presentation

SHORT ANSWER ONE.

A kindergarten teacher draws a ladder on the chalkboard. On the bottom rung of the ladder, the teacher writes the word *cat*. The teacher then asks if anyone can change one letter of *cat* to form a new word. When a new word has been formed, the teacher writes that word on the second rung. The game continues until all the rungs of the ladder have been filled.

Examinee Task

Write a response in which you explain one way that the approach described above can help promote students' reading development.

SHORT ANSWER TWO

Students in a fourth-grade class participate regularly in Readers Theatre performances. The teacher begins by selecting a story at an appropriate level of difficulty and converting it to a script. The teacher models an expressive reading of the story on which the script is based. After discussing the story with students, the teacher offers a minilesson on how to make a story "come alive" through expressive reading of a Readers Theatre script.

The teacher then distributes a copy of the script to each student in the group. The students practice reading aloud the script independently or with a partner. Then they rehearse the script as a group, reading their assigned roles and responding to coaching from the teacher. In subsequent rehearsals, the students switch roles, until every student has had a chance to perform each role at least once. Over the course of the week, the students rehearse the performance by reading the script aloud at least 12 times. The day before the performance, students rehearse their final roles. The performance, which requires no costumes or props, is presented to an audience of classmates, family members, school staff, or other groups of students.

Examinee Task

Write a response in which you explain one way that the approach described above can help promote students' reading development.

LESSON PLAN ONE

An elementary student attempts to spell a list of words that are read aloud. Shown below are the words and the student's spellings.

Target Word	Student's Spelling
snow	snoe
cake	caek
slow	sloe
kite	keít
blow	bloe
quick	kwk
some	sum

Write a response in which you describe the student's spelling development. Make sure to cite specific examples to support your conclusions. Describe one instructional activity to address one of the spelling needs and explain how the proposed lesson will benefit the child's spelling development.

LESSON PLAN TWO

A new third-grade teacher is concerned about the reading performance of a student in her class. She shares her concerns with you, the school's reading specialist. You agree to observe as the teacher informally assesses the student's reading comprehension. For this assessment, the student silently reads an excerpt from a grade-level story and then answers questions posed by the teacher. Printed below is the excerpt from the story.

Jeff sat at his desk staring out the window and fumbling with the postcard in his hand. He was tired of homework. He was tired of listening to his parents laughing as they made dinner together in the kitchen. He was tired of listening to his brother laughing on the phone with friends. Jeff got up and began pacing.

Twice he walked through the kitchen, where his parents looked up from their work and smiled. But otherwise they ignored him. Three times he walked past his brother chatting on the phone in the living room. Jeff's brother made faces at him and finally threw his shoe at Jeff. This cheered Jeff up a little. He went back to his room.

Back at his desk, Jeff reread the postcard from his friend Sarah. She liked her new town and her new school, she said, but she missed him. Jeff sighed. They had lived next door to each other all their lives. Staring out the window, Jeff thought about all the fun adventures he and Sarah had had last summer, spying on the neighbors and training Sarah's new puppy. One more week until summer vacation, he thought. What would he do? He set the postcard down and began pacing again.

As Jeff passed through the kitchen for the third time, his father asked, "What's up, Jeff?" But before he could answer, his brother appeared in the doorway with the phone still in his hand. "Jeff doesn't want to do his homework, so he keeps bugging me. Will you tell him to stop!"

After the student reads the passage the teacher asks some questions. Printed below is a transcript of their conversation about the passage.

- | | |
|----------|---|
| Teacher: | Tell me what this story is about so far. |
| Student: | It's about a kid named Jeff who doesn't want to do his homework. |
| Teacher: | Can you tell me anything else about Jeff? |
| Student: | He likes to bug his brother. |
| Teacher: | Are there other characters in the story besides Jeff and his brother? |
| Student: | Yeah, Jeff's parents. And he has a friend named Sarah who lives next door. They do stuff together in the summer, like spy on people and play with Sarah's puppy. Jeff's wondering what they're going to do this summer. I bet they're going to do some more spying! |
| Teacher: | The story mentions a postcard. What can you tell me about the postcard? |
| Student: | Sarah sent it. She must be on vacation. She said she misses him because they've lived next door to each other their whole lives. |
| Teacher: | What is Jeff's mood like in the story? |
| Student: | Bad! He keeps pacing around and bugging his brother. |
| Teacher: | Why do you think he's in a bad mood? |
| Student: | Because he doesn't want to do his homework. |

- identify one important reading comprehension need demonstrated by the student, citing specific evidence from the assessment information provided;
- describe one instructional strategy or activity that you would advise the student's teacher to use in addressing the comprehension need you have identified;
- explain why this instructional strategy or activity is likely to be effective in addressing the comprehension need demonstrated by the student.

CASE STUDY

This case study focuses on a student named Robert, who is eleven years old. His primary language is English. The documents on the following pages describe Robert's reading performance during the first four months of sixth grade. Using these materials, write a response in which you apply your knowledge of reading assessment and instruction to analyze this case study. Your response should include three parts:

1. identify three of Robert's important reading strengths and/or needs at this point in the school year, citing evidence from the documents to support your observations;
2. describe two specific instructional strategies and/or activities designed to foster Robert's literacy development for the remainder of the school year by addressing the needs and/or building on the strengths you identified; and
3. explain how each strategy/activity you describe would promote Robert's reading proficiency.

INFORMAL READING ASSESSMENT

Printed below is an excerpt used for an informal assessment of Robert's reading performance. For this assessment, Robert silently read a passage selected by his teacher, who judged it to be appropriate for his reading level. The passage comes from a text that the class is using as part of an earth science unit.

What Causes Earthquakes?

To understand the cause of earthquakes, you first have to learn a little about the earth's crust. The topmost layer of the earth is called the crust. The earth's crust is composed of seven major parts called plates. These plates are enormous. For example, the plate we live on, the North American plate, includes the whole continent of North America plus a large area of the Atlantic Ocean. Plates are about 60 miles thick on average, but some are twice as thick. Yet plates do not stay in one place! They are not stationary. How can this be?

The layer of the earth immediately below the crust is called the mantle. The upper part of the mantle is made of hot rock. The rock is so hot that it is melted. The earth's plates are not stationary because they float on top of this hot liquid rock.

As a plate moves, it may pull away from some of the plates around it. It may also collide with or slip past other plates around it. These movements of the plates cause major changes in the earth's crust. Sometimes these movements and changes cause earthquakes.

When two plates move and rub against each other, pressure can build up as the large blocks of rock grind together. As the two plates continue to collide, the pressure increases. Eventually, the strain between the large blocks of rock becomes so great that the rocks slip past each other. An earthquake occurs. The vibrations caused by an earthquake can be strong enough to destroy buildings and collapse bridges.

After Robert's silent reading, the teacher asked him some questions. Printed below is a partial transcript of their conversation.

- Teacher: Tell me what you learned about earthquakes from this article. What causes earthquakes?
Robert: Vibrations. Vibrations cause a lot of damage, like destroying buildings and bridges.
Teacher: But what causes the vibrations?
Robert: Rocks slipping. Rocks falling. Like an avalanche, I guess. Big boulders probably.
Teacher: The article talks a lot about plates. Can you explain what plates are?
Robert: Yeah, they're in the earth's crust. There are seven of them and they're 60 miles wide.
Teacher: What do plates have to do with earthquakes?
Robert: I'm not exactly sure. I think they make the rocks fall.
Teacher: Were there any words in the article that you didn't know?
Robert: Hmm. Yeah, "stationary." I don't know that word.
Teacher: Let's look back at the first paragraph. Reread the last four sentences and see if you can figure out what "stationary" means.
Robert: (rereads the four sentences) Hmm, the plates don't stay in one place . . . they're not stationary. Oh! So "stationary" must mean stay in one place.

TEACHER NOTES

Name: Robert

9/22 Robert really enjoys math and he loves working on the class computer whenever he can. However, his work in language arts and other content areas is not very consistent. He tends to rush through assignments and makes a lot of careless mistakes. I'm not sure he's really working at his full potential.

10/20 During parent-teacher conferences, I asked Robert's parents about his at-home reading. They said he's never been a big reader but seems to understand what he reads "just fine." He's not allowed to play games on the computer or watch TV on school nights until he finishes his homework and reads for 15 minutes. He usually finishes everything in about a half hour. For his 15 minutes of reading, he almost always picks an article from the sports section of the newspaper (he told his parents "I don't like books"). He apparently spends a lot of time playing computer games and is quite good at them.

11/18 Robert has been reading a book on codes and cryptography all week during SSR [**Sustained Silent Reading**]. This is the first time this year he actually seems to be reading during SSR! He usually just grabs any old thing and flips through the pages. He's never disruptive, but he's not engaged either. I'm pleased to see him connect with this book. He's talked about it a lot with me and several classmates. He's clearly learned a lot from this book.

12/15 Robert's grades on his language arts and content-area assignments (with the exception of math, in which he consistently performs well) are not improving. He frequently misses the main ideas in both fiction and nonfiction texts. While his decoding skills seem strong enough (he generally pronounces new words accurately and reads aloud with fluency), I'm often surprised by what he doesn't know in terms of vocabulary. I frequently remind him to slow down and be more careful with his work.

READING JOURNAL ENTRY

Robert's reading group has been reading the novel *Hatchet* by Gary Paulsen. In this novel, a boy named Brian, whose parents are divorced, is flying over the densely wooded Canadian wilderness on his way to visit his father when the pilot of the two-seater plane has a heart attack and dies. Brian must land the plane safely and then survive in the wilderness with nothing but his instincts and a hatchet, a gift from his mother. He endures many hardships during his 54 days in the wilderness.

The students in Robert's reading group meet to discuss some chapters of the book. They respond independently to other chapters by writing about them in their reading journals. For the journal entries, students first discuss their personal reactions to the story. Then they respond to specific teacher questions or prompts. Following is Robert's reading journal entry after finishing reading the book. The teacher's prompts that day were: (1) Describe your personal reactions to the story; (2) summarize the conflicts Brian faced throughout the story; and (3) describe how Brian has changed from the person he was at the beginning of the story.

I thought he would get saved and he did. He didn't have any
conflicts cause there wasn't any other characters. Maybe the moose.
It was really dangerous and liked to conflict. He's a lot skinnier
at the end of the story.

DICTATED SPELLING AND MECHANICS

Robert's class writes two dictated sentences each morning. The teacher takes the sentences from the students' current readings in language arts or the content areas. For each sentence, the teacher reads the sentence aloud and asks the students to write it down. The teacher then reads the sentence again and lets the students check their spelling and mechanics. Robert's performance from three mornings is shown below. The sentences that the teacher read aloud appear in parentheses.

<i>Monday</i>
(A hurricane's whirling winds and heavy rains can cause much damage.)
1. <i>The hurricain's wurling winds and heavy rains caused much damage.</i>
(Their herd of cows grazed in the meadow, too.)
2. <i>Their herd of cows grazed in the meadow, too.</i>

<i>Tuesday</i>
(The car received a few scratches when Keith's bike struck it.)
1. <i>The car received a few scratches when Keeth's bike struck it.</i>
(Natural disasters of all kinds happen each year.)
2. <i>Natural disasters of all kinds happen each year.</i>

<i>Wednesday</i>
(The students were excused from school in anticipation of the hurricane.)
1. <i>The students were excused from school in anticipation of the hurricane.</i>
(Tigers are heavier and more dangerous than lions.)
2. <i>Tigers are heavier and more dangerous than lions.</i>

TEST SCORES

Printed below is the report of Robert's national percentile rankings from a standardized test recently administered to his class.

STANDARDIZED BASIC SKILLS TEST Student Score Report (National Percentile Rank)

ROBERT XXX
GRADE 6

CONTENT AREA	PERCENTILE RANK
READING	
VOCABULARY	46
COMPREHENSION	54
TOTAL	50
WRITING	
PREWRITING	39
COMPOSING	51
EDITING	56
TOTAL	49
MATHEMATICS	
PROBLEM SOLVING	87
COMPUTATION	81
TOTAL	86

Item Number	Correct Answer	Item Number	Correct Answer	Item number	Correct Answer
1	B	24	A	47	D
2	C	25	D	48	C
3	A	26	B	49	B
4	D	27	D	50	C
5	B	28	A	51	B
6	C	29	B	52	A
7	D	30	A	53	D
8	C	31	D	54	D
9	B	32	A	55	D
10	A	33	B	56	C
11	C	34	C	57	B
12	B	35	B	58	D
13	A	36	C	59	B
14	C	37	A	60	B
15	B	38	A		
16	D	39	B		
17	C	40	D		
18	D	41	B		
19	A	42	A		
20	D	43	C		
21	A	44	D		
22	C	45	A		
23	B	46	B		